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AUTHOR	Isaacson, Barbara; Miller, Gail
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ABSTRACT

These instructional units are intended to help limited English proficient students establish the solid foundation of reading skills that will enable them to make a transition from English as a Second Language programs to General Educational Development or community college classes. An introduction and information on use of the lessons discuss the types of activities included in the units. The six units cover scanning for information, understanding the meaning from context, finding the main idea, making inferences, understanding how ideas are organized, and putting it all together. Each unit includes these types of activities: "to do on your own" (additional practice applying the particular skill), and "test your skill" (these sections to be detached and administered as a test). The interactive method uses a learning-by-doing approach, breaks skills down into manageable steps so students can learn strategies for attacking reading comprehension problems, and involves a modeling procedure by which students work with the teacher to master the reading skills. Appendixes include lists of reading skills essential for successful transitioning, suggested materials for transitional reading classes, and the Final Report on the project, prepared by David Caravella, Barbara Isaacson, and Gail Miller. (YLB)

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BRIDGES TO SUCCESSFUL READING

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BRIDGES TO SUCCESSFUL READING

Developed by:

Barbara Isaacson
English as a Second Language Instructor

Gail Miller
English as a Second Language Instructor

Oakton Community College, District 535

MONNACEP

Maine-Oakton-Niles-Northfield
Adult and Continuing Education Program

1985

Oakton Community College/MONNACEP

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BRIDGES TO SUCCESSFUL READING

READING SKILLS LESSONS FOR TRANSITIONING LEP STUDENTS

BY

BARBARA ISAACSON AND GAIL MILLER

OAKTON COMMUNITY COLLEGE / MONNACEP

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Oakton Community College is a public, tax-supported institution of higher education serving the northern suburbs of Cook County, Illinois. The college and three high school districts - Maine, Niles, Northfield Townships - form a unique cooperative, MONNACEP (Maine-Oakton-Niles-Northfield Adult and Continuing Education Program), which provides a wide variety of noncredit courses and programs.

English as a Second Language (ESL) is one of the instructional programs of MONNACEP which exemplifies the mission of adult education. Individuals, regardless of economic and social status, are provided the opportunity to develop fully for the benefit of themselves and of society. To learn the language of their new country or to improve their English proficiency, adults from numerous countries attend ESL classes.

In a "literacy-intensive" society, reading and writing skills are more necessary than ever before. Before Limited English Proficient (LEP) students enter GED-preparation or community college classes, they must develop the special academic tools and learning skills needed to function at higher educational levels. Key to these academic tools are reading skills. The instructional units created in Bridges to Successful Reading help LEP students establish the solid foundation of reading skills which will enable them to transition from ESL programs to GED or community college classes.

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INTRODUCTION

LEP students transitioning to GED or community college classes often experience reading problems because they lack reading attack skills. These skills need to be presented individually, taught adequately, and practiced sufficiently before being tested. The terminology of the skills as well as the concepts should be emphasized. LEP students must learn to select the strategy appropriate to their reading purpose, overcoming the natural inclination of the second language learner to read word for word for thorough comprehension. They also need leveled practice in the content areas of science and social studies to succeed academically.

The skills included in the Bridges to Successful Reading lessons are those most critical to transitioning. The interactive exercises in the lessons utilize a learning-by-doing approach to developing reading skills. The materials break the skills down into manageable steps so students can learn strategies for attacking reading comprehension problems. The approach involves a modeling procedure by which students work with the teacher to acquire the new patterns of behavior necessary to read successfully at the academic level. The stages of skill development are ordered to allow students to move confidently from controlled exercises to academic passages.

USING THE LESSONS

THE FORMAT

The following types of activities are included in the Units:

TO DO WITH THE TEACHER - includes instruction and guided practice.

TO DO ON YOUR OWN - offers additional practice applying the particular skill.

Teachers and students should talk through the answers to detect any additional problems after the exercises have been completed independently.

TEST YOUR SKILL - provides opportunity to test mastery of skills.

This section should be detached from the body of the unit and administered as a test. It should be scored by the teacher. In the unit UNDERSTANDING HOW IDEAS ARE ORGANIZED, the TO DO ON YOUR OWN sections can be used to test mastery. A test was not included at the end because of the length of the unit.

The interactive approach of the format requires that students work with the teacher to master the reading skills. The units should be given out one at a time and collected at the end of each class session until the entire unit has been completed.

HIGHLIGHTS OF THE UNITS

SCANNING FOR INFORMATION

- introduces the concept of reading for different purposes.
- teaches how to increase speed by reading quickly to locate information without reading every word.
- uses raising of hands to help teacher determine whether students are in fact scanning.
- introduces standard multiple choice test format.

UNDERSTANDING THE MEANING FROM CONTEXT

- introduces the idea of guessing meaning from context in order to increase speed and understanding.
- teaches ESL students the context clues that signal definitions or explanations.

FINDING THE MAIN IDEA

- introduces the concept that a paragraph in English is organized around a main idea.
- teaches techniques for quickly locating the main idea as a means of increasing speed and comprehension.
- introduces restatements as possible answer choices.
- teaches the language of main idea questions.

MAKING INFERENCES

- introduces the concept of using inference to build comprehension.
- teaches the language of inference questions.

UNDERSTANDING HOW IDEAS ARE ORGANIZED

- introduces the idea that the writer's purpose determines the way a paragraph is organized.
- emphasizes that understanding paragraph organization improves comprehension and speed by making it easier to follow the writer's thoughts.
- teaches the patterns of spatial organization, time order, classification, comparison and contrast, and cause and effect.
- teaches the language that signals each pattern.

PUTTING IT ALL TOGETHER

- reviews the four common types of test questions: main idea, vocabulary from context, inference, and detail.
- introduces purpose and title questions.
- gives a basic strategy for attacking reading comprehension test exercises.
- offers additional tips to improve overall performance on timed reading comprehension tests.

BRIDGES TO SUCCESSFUL READING

Reading Skill Units

Scanning for Information

Understanding the Meaning from Context

Finding the Main Idea

Making Inferences

Understanding How Ideas Are Organized

Putting It All Together

SCANNING FOR INFORMATION

It is important to be able to find information quickly without reading every word. This kind of reading is called scanning. Readers scan to find facts and answer questions. It is not necessary or practical to read every word for this purpose.

TO DO WITH THE TEACHER

To scan, you move your eyes quickly from line to line looking for the information you need.

Practice

When the teacher tells you to start, follow these steps:

- Read item a below the paragraph.
- Scan the paragraph to find the line where the word "Iowa" appears.
- Write the number of this line in the space provided.
- Working as quickly as you can, scan for b, c, d, and e.
- Raise your hand when you have finished.

Evening commuters slowly made their way (1)
along snow-covered Route 57 near Kankakee in (2)
northern Illinois. Yesterday a spring storm (3)
dumped a foot of snow on the Midwest Plains. (4)
The storm has been blamed for at least 41 fatal- (5)
ities. Hardest hit were Kansas and Iowa, where a (6)
dozen tornadoes accounted for 25 deaths. The (7)
three states have been declared a major disaster (8)
area. (9)

____a. Iowa (Look for a capital letter.)
____b. 41 fatalities (Look for a number.)
____c. spring storm (Look for the first word. Then check next word.)
____d. dumped a foot of snow (Look for the first word. Then check next word.)
____e. slowly made their way (Look for the first word. Then check next word.)

STOP

TO DO ON YOUR OWN

Scan the paragraph and write the number of the line where you find items a through f. Do not read every word. Raise your hand when you finish so that the teacher can note how long it takes you.

A bad snow storm caused problems for Chicago (1)
last week. Eight inches of snow fell, resulting (2)
in 125 accidents. Many people could not get (3)
home from work. Three hotels let workers stay (4)
the night without charge. Twelve people had (5)
heart attacks when they tried to shovel snow, (6)
and one baby was born in a taxi before the (7)
mother could reach the hospital. Seventy-five (8)
homes lost phone service in the storm. It (9)
took three days to clear away most of the snow. (10)

_____a. heart attacks
_____b. in the storm
_____c. 125 accidents
_____d. when they tried to shovel snow
_____e. Chicago
_____f. three days

STOP

TO DO WITH THE TEACHER

To find answers to specific questions without reading every word, look at the question word or words to see what kind of information you are looking for.

Questions Using "How Many?"

When the question asks "How many?"

- Look for a number.
- Move your eyes from line to line to find number words.
- When you see a number, stop reading and check to see if that number answers the question.

Practice

Scan to find the answer to the question below the paragraph. Stop reading and raise your hand when you find the answer.

Students from seven countries are taking this class which meets on Tuesdays and Thursdays in Room 152. The class has a total of fifteen students. Two are from South America, and the others are from Asia. All the students hope to improve their reading.

How many students are in the class?

STOP

TO DO WITH THE TEACHER

Questions Using "How Much?"

When the question asks "How much?"

- Look for a number.
- Move your eyes from line to line to find number words.
- When you see a number, stop reading and check to see if that number answers the question.

Practice

Scan to find the answer to the question below the paragraph. Stop reading and raise your hand when you find the answer.

> Mr. Thompson has two accounts at the First National Bank of New Town. He has $1,500 in his checking account and $3,257 in his savings account. He would like to save $5,000 more next year, but he will need $2,000 to repair his furnace in the fall. Therefore, he may not reach his goal.

How much money does Mr. Thompson have in his savings account?

STOP

Discuss

How did you decide this was the right number?

TO DO ON YOUR OWN

For this exercise you will have to answer three questions. First scan for the answer to question 1, then question 2, and finally question 3. Circle the letter of the correct answer. Raise your hand when you finish.

A bad snowstorm caused problems for Chicago last week. Eight inches of snow fell, resulting in 125 accidents. Many people could not get home from work. Three hotels let workers stay the night without charge. Twelve people had heart attacks when they tried to shovel snow, and one baby was born in a taxi before the mother could reach the hospital. Seventy-five homes lost phone service in the storm. It took city workers three days to clear away most of the snow.

1. How much snow fell?
   a. 12 inches
   b. 8 inches
   c. 75 inches
   d. 3 inches

2. How many people had heart attacks?
   a. 3
   b. 125
   c. 8
   d. 12

3. How much time did it take to clear away the snow?
   a. eight days
   b. twelve days
   c. three days
   d. one day

STOP

Find the correct answer for each question and circle the letter. Raise your hand when you finish.

Evening commuters slowly made their way along snow-covered Route 57 near Kankakee in northern Illinois. Yesterday a spring storm dumped a foot of snow on the Midwest Plains. The storm has been blamed for at least 41 fatalities. Hardest hit were Kansas and Iowa, where a dozen tornadoes accounted for 25 deaths. The three states have been declared a major disaster area.

1. How many deaths were caused by tornadoes in Kansas and Iowa?
   a. 57
   b. 25
   c. 41
   d. 12

2. How many tornadoes hit Kansas and Iowa?
   a. forty-one
   b. fifty-seven
   c. twenty-five
   d. twelve

3. How much snow fell in the Midwest yesterday?
   a. 12 inches
   b. 41 inches
   c. 25 inches
   d. 57 inches

STOP

TO DO WITH THE TEACHER

Questions Using "Who, When, Where?"

Before you scan you must decide what kind of information will answer the question. We have learned that "How much" and "How many" questions require numbers as answers, so you looked only for numbers when you scanned.

Other questions words require you to look for different kinds of information when you scan. Study these questions. What kind of information should you scan for?

Who is president of the U.S.?

When did the U.S. become an independent country?

Where is the White House?

Again, when you scan you look only for the kind of information you need to answer each type of question.

Practice

Scan to find the answers to the questions below the paragraph. Stop reading and raise your hand when you find the answers.

John F. Kennedy was the 34th president of the United States. He was born in Brookline, Massachusetts on May 29, 1917. He served in the U.S. Navy from 1941-45 during World War II. John became a Senator in 1952. He married Jacqueline Lee Bouvier on September 12, 1953. John F. Kennedy was elected president in 1960, when he was only forty-three years old. On November 22, 1963, he was shot and killed in Dallas, Texas by Lee Harvey Oswald.

Write the answer to each question.

1. Who killed John F. Kennedy?

2. When was he elected president?

3. Where was he born?

STOP

Sometimes you need to scan for information, even though the exercises do not use question words. Using the last paragraph, scan to find the information to complete these statements. Circle the letter of the correct answer.

1. _____married John F. Kennedy.
   a. Brookline, Mass.
   b. Jacqueline Lee Bouvier
   c. Lee Harvey Oswald
   d. A senator
2. John F. Kennedy was shot _____.
   a. May 29, 1917
   b. 1941-1945
   c. September 12, 1953
   d. November 22, 1963
3. He was killed in _____, Texas.
   a. Dallas
   b. Brookline
   c. United States
   d. September

STOP

TO DO ON YOUR OWN

Find the correct answer to each question and circle the letter.

Every year more than a million and a half people see the Lincoln Memorial in Washington, D.C. In a single day as many as 50,000 people visit it. In the center of a large building, a figure of President Abraham Lincoln sits in a huge armchair which is 12 1/2 feet high. On the wall opposite the figure, the words of Lincoln's Gettysburg Address have been carved into the stone. In 1863 during the Civil War, Lincoln made this famous speech in Gettysburg, Pennsylvania as part of his fight to save the Union.

1. Who sits in the center of the building?
   a. Lincoln Memorial
   b. Abraham Lincoln
   c. A visitor
2. When was the Gettysburg Address given?
   a. 1863
   b. every year
   c. after the Civil War
3. Where is the Lincoln Memorial?
   a. on the wall opposite the figure
   b. Gettysburg, Pennsylvania
   c. Washington, D.C.

STOP

TEST YOUR SKILL

Scan to answer the questions that follow this passage.

Most of the earth is covered by water. The largest bodies of water are oceans, which cover almost 70% of the earth. The major oceans are the Atlantic, Pacific, Indian, Arctic, and Antarctic. All oceans contain salt water and are very deep. The bottom of an ocean can be as deep as 36,000 feet below the surface.

Smaller bodies of water are called seas. Some seas are the Mediterranean, China, North, and Red. A sea is not as deep as an ocean, and it is usually surrounded by land.

About 25% of the earth is covered by land. Large bodies of land are called continents. The seven continents are Asia, Africa, North America, South America, Europe, Antarctica, and Australia. Asia, which is the largest, has an area of 17,075,000 square miles, The smallest, Australia, has 2,971,081 square miles.

Long ago, men sailed only on seas. In about the year 1500 they began to sail more frequently on the oceans. Before this time, men knew only about 7% of the waters of the earth. Then explorers like Columbus and Magellan discovered how much more there was. In 1492 Christopher Columbus discovered there were continents between Europe and Asia. He thought he had found India, but what he found was really North and South America.

The United States is located in North America. To the east of the United States is the Atlantic Ocean, on which Columbus sailed. A later explorer, Vasco Balboa, discovered in 1513 that the Pacific Ocean is on the western border of the United States.

1. About how much of the earth is covered by oceans?

   a. 70%
   b. 25%
   c. 7%
   d. 50%

2. The % of the earth covered by land is

   a. 70.
   b. 25.
   c. 7.
   d. 50.

3. The Arctic is

   a. a sea.
   b. an ocean.
   c. a continent.
   d. a body of land.

4. How deep are some oceans?

   a. 1492 feet
   b. 1500 feet
   c. 36,000 feet
   d. 17,075 feet

5. Which one is a sea?

   a. Pacific
   b. Indian
   c. Antarctic
   d. Mediterranean

6. Who discovered there was land between Europe and Asia?

   a. Magellan
   b. China
   c. Balboa
   d. Columbus

7. The western border of the U.S. was discovered by

   a. Magellan.
   b. Columbus.
   c. Balboa.
   d. Pacific.

8. Where is the Atlantic Ocean?

   a. to the east of the U.S.
   b. to the west of the U.S.
   c. to the east of Africa
   d. in North America

9. When did an explorer discover that the Pacific Ocean was the western border of the United States?

   a. 1513
   b. 1492
   c. 70
   d. 1500

10. How many continents are there?

   a. 70
   b. 7
   c. 5
   d. 6

UNDERSTANDING THE MEANING FROM CONTEXT

Guessing the meaning of unfamiliar words is an important reading skill because it helps to improve your speed and comprehension (understanding of what you have read). You can often figure out the meaning of an unfamiliar word by looking at the other words and sentences around it. These words and sentences, which are called the context, help the reader to understand the meaning of the new word.

Using context will help you read faster because you won't have to use a dictionary every time you read a word you don't know. If you can figure out the meaning of a word from context, you will save time.

Using context will also increase your understanding of what you read. Reading without stopping to use a dictionary helps you to remember what you have just read. In reading, meaning depends on how words are used together in sentences. Thinking about the words and sentences around the unfamiliar word will help you to understand the meaning of the entire passage as well as the meaning of the unfamiliar word.

TO DO WITH THE TEACHER

Look for the following clues or signals that will help you use context to guess the meanings of unfamiliar words.

I. Punctuation

Punctuation such as commas, dashes, parentheses, and brackets may signal that a definition is being given.

Examples:

A. Comma , The animal kingdom is divided into vertebrates, animals with backbones, and invertebrates, animals without backbones.

What are vertebrates? _____

_____

B. Dash — They also tried seeding—putting small crystals of silver iodide into the clouds.

What is seeding? _____

_____

C. Parentheses ( ) Then they hibernate (sleep all winter) to survive.

What does hibernate mean? _____

_____

D. Brackets [ ] The AMA [American Medical Association] held its annual meeting in Chicago.

What is the AMA? _____

_____

II. Word Signals

Special words may also signal that a definition or example is being given.

A. The following words usually give a definition:

is are or

Examples:

A blizzard is a very strong snowstorm with high winds.

What is a blizzard? _____

Shopping centers or malls have changed the way people shop.

What is a mall? _____

B. These words usually introduce examples that may help you understand the unfamiliar word.

such as for example (e.g.) for instance
that is (i.e.) like

Examples:

Americans love fast foods such as hamburgers, hot dogs, and french fries.

What are some other fast foods? _____

_____

Many Americans enjoy winter sports; for example, they ice skate, and go snowmobiling in their free time.

Instead of for example, the abbreviation e.g. is sometimes used.

Many Americans enjoy winter sports; e.g., they ice skate, and go snowmobiling.

What is another winter sport? _____

Maple trees are deciduous; that is, they lose their leaves every fall.

Instead of that is, the abbreviation i.e. is sometimes used.

Maple trees are deciduous; i.e., they lose their leaves every fall.

What does deciduous mean? _____

_____

Ice cream flavors like chocolate or strawberry are always popular.

What are some other ice cream flavors? _____

_____

A country may recognize dual citizenship; for instance, an Israeli citizen can also become an American citizen according to the laws of Israel.

What does dual mean? _____

C. These words signal that a definition is being given:

means	which means	called
meaning	who is/are called	

Examples:

Revolving means traveling in an orbit (path) around a middle point or center.

What is the definition of revolving? _____

_____

"Bread", meaning money, is a slang term used in informal, everyday English.

What is "bread"? _____

Heredity, which means the passing of characteristics from parent to child, is thought to be a factor in a person's intelligence.

What is heredity? _____

_____

The study of speech and language, called linguistics, is an important part of the preparation of ESL teachers.

What is linguistics? _____

_____

Lefthanded people, who are commonly called southpaws, often have trouble using ordinary scissors.

What are southpaws? _____

D. Other special words may signal that an opposite meaning is being given. From its opposite you can find out the meaning of the unknown word.

1. The following words signal opposite meanings:

but	on the contrary	although
however	in contrast	while
instead	whereas	

In the following examples how do the underlined words signal the meaning of sour?

I expected the food to taste sour, <u>but</u> it was sweet.

I expected the food to taste sour; <u>however</u>, it was sweet.

I expected the food to taste sour; <u>instead</u>, it was sweet.

I expected the food to taste sour; <u>on the contrary</u>, it was sweet.

I expected the food to taste sour; <u>in contrast</u>, it was sweet.

I expected the food to taste sour, <u>whereas</u> it was sweet.

<u>Whereas</u> I expected the food to taste sour, it was sweet.

<u>Although</u> I expected the food to taste sour, it was sweet.

<u>While</u> I expected the food to taste sour, it was sweet.

2. Sometimes the opposite meaning is given with negative words such as the following:

not seldom never unlike

Examples:

An ailing person is <u>not</u> healthy.

What does ailing mean? _____

_____

A miser <u>never</u> shares his or her money.

What is a miser? _____

Someone with a photographic memory <u>seldom</u> forgets what he or she reads.

What is a photographic memory? _____

_____

<u>Unlike</u> John, who is the boss in his family, Tom is a hen-pecked husband.

What does hen-pecked mean? _____

_____

III. Clues in Surrounding Words and Sentences

A. Surrounding words or sentences may contain a synonym (a word that has the same meaning) or a definition of the unknown word.

Examples:

Settlers were attracted to Illinois because of its fertile soil. The rich earth made it easy for them to succeed as farmers.

What does fertile mean? _____

Where did you find the meaning? _____

_____

Many countries have experienced civil war. Spain suffered the damages of internal fighting between 1936 and 1939.

What is civil war? _____

Where did you find the meaning? _____

_____

Women in the U.S. did not have the right to vote before the 20th century. In 1920 women finally gained suffrage when the 19th amendment was passed.

What is suffrage? _____

How did you figure out the meaning? _____

_____

B. Pronouns like <u>this</u>, <u>these</u> and <u>it</u> may be signals to look back or ahead to figure out the meaning of the unknown word.

Examples:

The planets travel around the sun. <u>This</u> is called revolution.

What is revolution? _____

_____

Words like but, for example, and never can help you understand meanings of words you do not know. <u>These</u> are examples of context clues.

What are context clues? _____

_____

The first Thanksgiving feast was eaten outdoors. <u>It</u> consisted of many different kinds of delicious food.

What is a feast? _____

C. Other times, the surrounding words or sentences may give you information which may help you figure out the meaning of an unknown word by using what you already know. A definition or synonym is not given directly. Instead, you have to think about the relationship between the surrounding words or sentences and the word you do not know.

Use the context clues to choose the correct definition.

1. The stench of the food made Mary hold her nose.

   Stench means
   a. bad taste.
   b. nice appearance.
   c. terrible smell.

2. Many antique stores make the customer pay for something if he/she breaks it. Therefore, when I go shopping for antiques I always pick things up gingerly.

   Gingerly means
   a. quickly.
   b. carelessly.
   c. carefully.

3. I have a phobia about taking tests. My hands shake and sweat; my heart beats faster, and I want to run away.

   Phobia means
   a. fear.
   b. good feeling.
   c. fever.

What did you already know that helped you guess the meaning of each word?

TO DO ON YOUR OWN

Using the context clues you have learned, choose the best answers to the questions following each paragraph.

My sisters are very different. Mary is introverted; that is, she prefers to be alone. Sue, on the other hand, is extroverted. Sue spends her money as soon as she earns it; Mary, however, is frugal.

1. An introverted person likes
   a. to be alone.
   b. to be different.
   c. to be with people.
2. An extroverted person likes
   a. to be frugal.
   b. to be alone.
   c. to be with people.
3. Someone who is frugal
   a. spends money carefully.
   b. spends money quickly.
   c. is extroverted.

GO ON TO THE NEXT PAGE

Archeologists are scientists who try to learn about people who lived a long time ago. They study remains such as old bones, rocks, and other things left in the places where ancient people lived.

1. Archeologists are
   a. people who lived a long time ago.
   b. old bones and rocks.
   c. scientists who study ancient people and things.
2. Ancient means
   a. far in the past.
   b. people.
   c. long.
3. Remains are
   a. ancient people.
   b. things left from long ago.
   c. scientists.

STOP

TEST YOUR SKILL

Read each paragraph and choose the correct meaning for each word that follows.

No one knows why a volcano becomes active. One theory or idea is based on the earth's structure. Under the ground we live on, there is an area about thirty miles thick called the earth's crust. Deep in the crust are areas of molten rock (rock melted by heat). When it is inside the earth, this hot, thick melted rock is called magma. When magma forces its way out through holes in the earth's crust, it is called lava. This sudden movement of lava, rocks and dirt is the sign that a volcano is becoming active.

1. A theory is

   a. the earth's structure.
   b. an active volcano.
   c. an idea.

2. Molten means

   a. deep in the crust.
   b. melted by heat.
   c. magma.

3. Magma is

   a. the earth's crust.
   b. hot melted rock.
   c. rocks and dirt.

4. Lava is

   a. movement of rocks.
   b. holes in the earth's crust.
   c. magma that has come out of the earth.

GO ON TO THE NEXT PAGE

The Statue of Liberty, a copper figure of a woman, stands on an island in New York Harbor. She holds a torch high in her outstretched right arm. This lamp rises three hundred feet into the sky. In her left hand, she carries a stone book called a tablet on which is written July 4, 1776, the date the United States declared its independence. The statue rests on a star-shaped base or foundation which supports it. France donated the Statue of Liberty to the United States in 1884. While the people of the United States did not have to pay for the statue itself, they did have to collect money to pay for the base. The Statue of Liberty is a symbol of freedom; that is, it represents the freedom that the people of the United States enjoy.

1. A statue is

    a. a woman.
    b. a figure.
    c. an island.

2. A torch is

    a. a lamp.
    b. an arm.
    c. the sky.

3. Tablet means

    a. book.
    b. stone.
    c. figure.

4. A base is

    a. a star.
    b. a shape.
    c. a foundation.

5. Donate means

    a. to collect money.
    b. to sell.
    c. to give something for free.

6. A symbol

    a. is liberty.
    b. represents something.
    c. enjoys freedom.

FINDING THE MAIN IDEA

TO DO WITH THE TEACHER

English writing is organized in groups of sentences called paragraphs. All the sentences in a paragraph tell about one subject or topic.

Practice

Read the following paragraph.

> Some people have insomnia, a problem falling asleep at night. Insomnia can be helped if you follow certain steps. Wear comfortable pajamas. Go to bed at the same time every night. Don't eat or drink anything immediately before you go to sleep. Keep your room cool. Try to relax. Soon you will be sleeping.

All the sentences in this paragraph give information about

1. insomnia
2. clothing
3. relaxing

This is the topic or subject of the paragraph. Topics can usually be stated in one word.

The main idea of a paragraph is the most important thing the author wants to tell the reader about the topic. Main ideas are stated in sentence form.

Practice

Look back at the paragraph about insomnia. The author's main idea (the idea of the whole paragraph) is

1. some people have a problem falling asleep at night.
2. insomnia can be helped if you follow certain steps.
3. try to relax.

Most of the sentences in the paragraph tell you how to help yourself fall asleep. Answer #2 is the main idea. Answer #1 only introduces the problem of falling asleep. The author's main idea or purpose is to tell the reader how this problem can be helped. Answer #3 only tells one way to help insomnia. It gives one detail or piece of information. The main idea is that insomnia can be helped by following a series of steps.

Most often the main idea is in the first sentence of a paragraph. However, sometimes it is in the second or third sentence because there is an introductory sentence or two, as in the paragraph we have just read. Other times the main idea is not stated until the end of the paragraph. In other cases writers will put the main idea in the beginning and then at the end will restate or repeat the main idea using different words.

To find the main idea of a paragraph, determine the most important thing the writer wants the reader to know about the topic. To do this, skim (look quickly) for the main idea by doing the following:

- Look at the first sentence to see if it tells the most important thing the writer wants the reader to know about the topic.
- If it doesn't, go on to the second or third sentence.
- If the main idea isn't in the third sentence, try the last sentence of the paragraph.
- To be sure your choice is correct, look quickly at the remaining sentences of the paragraph to check that they give details or information about the main idea.

GO ON TO THE NEXT PAGE

Practice

Read the paragraph and find the main idea by following the steps you have learned.

> Many countries have experienced civil war. From 1860-1865 the U.S. was divided into North and South over the issues of slavery and separation from the Union. President Abraham Lincoln worked to reunite the country. Spain suffered the damages of internal fighting between 1936 and 1939. At the present time in Ireland, Protestants and Catholics are fighting each other for control of the government. The outcome of this war is uncertain.

Which of the following is the main idea?

1. President Lincoln worked to reunite the country.
2. The outcome of this war is uncertain.
3. civil war.
4. Many countries have experienced civil war.

Discuss

Where in the paragraph did you find the main idea?

TO DO ON YOUR OWN

Before you read the paragraph to find the main idea, look quickly at the choices below it.

Women in the United States earned the right to vote because of the efforts of four hard-working women. In the 1840's, Elizabeth Cady Stanton fought slavery and later led the movement which demanded voting rights for women. She was a talented writer who wrote powerful letters and speeches. Lucretia Mott, her partner in the movement, was its spiritual force. Susan B. Anthony, who had also grown up in the fight against slavery, was a superb organizer and a tireless worker. Finally there was Lucy Stone, a brilliant public speaker. Together these four women created the foundation of the women's suffrage movement. None of them lived to see the 19th Amendment to the Constitution become law in 1920. This amendment, which gave women an equal vote in the government of the United States, was passed as a result of the earlier hard work of the "Famous Four."

Which of the following is the main idea?

1. Women in the U.S. earned the right to vote because of the efforts of four hard-working women.
2. None of them lived to see the 19th Amendment to the Constitution become law in 1920.
3. Elizabeth Cady Stanton fought slavery and later led the women's rights movement.

STOP

Discuss

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Where in the paragraph did you find the main idea?
Is the main idea restated somewhere else in the paragraph?

Read the paragraph and answer the question that follows.

Experiments to fight hurricanes began in the late 1950's. Scientists tried to reduce the violence of the storms and to weaken their winds. The scientists thought that if more heat could be supplied to the clouds around the center of the storm, the storm could be broken up. They tried dropping dry ice into the clouds, knowing that heat would be released when the water vapor in the clouds turned into ice crystals. However, this idea didn't work very well. They also tried "seeding", dropping small crystals of silver iodide into the clouds to force the water vapor to condense into rain in order to slow down the hurricane. Nowadays, pilots fly into the top of a hurricane, seeding around its upper edges. Sometimes they are successful in reducing the storm, but other times the storm regains its strength. Scientists have been only partially successful in controlling hurricanes.

Which of the following is the main idea?

1. Experiments to fight hurricanes began in the late 1950's.
2 Nowadays, pilots fly into the top of a hurricane, seeding around its upper edges.
3. Scientists have been only partially successful in controlling hurricanes.

Discuss

Where in the paragraph did you find the main idea?

TO DO WITH THE TEACHER

In the exercises you have done so far, the correct main idea choices were written exactly as they appeared in the paragraph. However, possible answers to main idea questions do not always use the same words that were used in the paragraph. The choices are restatements of the main idea.

For example, the main idea of a paragraph is "Many countries have experienced civil war." The correct main idea choice could be "Internal fighting has occurred in many countries." This statement says the same thing as the main idea, but in different words.

Practice

Read the paragraph and answer the question that follows.

> The days of the week got their names from the planets. Ancient people thought there were seven planets including the sun and the moon. They thought different planets ruled different times, so each day was named for the planet that ruled the first hour of that day. Sunday was named for the sun's day and Monday for the moon's. The other days were given the old German names for the planets: Tiw's day (Tuesday), Woden's day (Wednesday), Thor's day (Thursday), Frigg's day (Friday), and Seterne's day (Saturday).

Which of the following is the main idea?

1. Ancient people thought different planets ruled different times.
2. The names of the planets were used to name the days of the week.
3. "Tuesday" comes from a German name for a planet.

Discuss

Which sentence in the paragraph is restated in the correct answer choice?

Instead of directly asking for the main idea, test questions may use different words. Here are some other ways main idea questions can be worded:

- This paragraph is mainly about.....
- This paragraph discusses.....
- This paragraph concludes that..... (Concludes signals that the main idea probably is in the last sentence.)
- The most important idea of the paragraph is.....
- This paragraph focuses on.....
- The focus of this paragraph is.....

All of these instructions ask you to find the main idea.

TO DO ON YOUR OWN

Read each paragraph and answer the question that follows.

A hurricane, a giant whirlpool of air, causes damage in several ways when the storm approaches land. Intense winds at speeds up to 200 miles per hour result in the destruction of buildings and plants and are often responsible for injuries suffered by people who are caught out of doors. Flash flooding is a second effect of hurricanes as the rain clouds travel inland carrying huge amounts of water. Rising tides are created by the hurricane's driving force. The power of these tides is so great that everything along the shore is swept or pounded to death.

This paragraph is mainly about

1. the effects of hurricanes as they come near land.
2. how shores are damaged by hurricanes.
3. how hurricanes are caused.

GO ON TO THE NEXT PAGE

Winter is a dangerous time for animals. To survive, some animals save food to eat. Squirrels bury nuts in the ground while beavers store tree branches to use as food during the icy winter. Instead of saving food, other animals like the wood chuck and the bear become fat in order to be able to hibernate (sleep) all winter long. Still other animals can live through the winter because they grow warm fur coats and know where to look for food. Some, like snowshoe rabbits and deer, change the color of their coats so that they can hide from their enemies in the snow. Finally, animals like birds and insects travel to warmer places in the winter. Nature has provided animals with varied ways to survive the coldest season.

This paragraph concludes that

1. the coldest season is a bad time for animals.
2. nature has given animals varied ways to protect themselves against their enemies.
3. animals instinctively live through the winter by different means.

STOP

TEST YOUR SKILL

Read the passage and answer the questions that follow.

The fertile soil of the Illinois prairie played a significant role in the history of the state. Illinois was nicknamed the "Prairie State" because of the many types of wild grasses which grew rapidly in the wide, treeless plains. This productive land provided good hunting and farming, which encouraged the settlement of Illinois, first by the Indians and later by the French explorers.

The first permanent white settlement was built in southwestern Illinois in 1680 by a Frenchman named Robert Cavelier. France controlled Illinois until that country was defeated in the French and Indian War in 1763, when Illinois was transferred to the British. However, Kentucky frontiersmen took over an important British fort in 1778, and Illinois became a county of Virginia. Later, it was included in the Northwest Territory. Finally, in 1808, Illinois became a separate territory. On December 3, 1818, Illinois was admitted by Congress as the twenty-first state in the Union. The journey from wilderness outpost to statehood took one hundred thirty-eight years.

Natural resources provided the key to Illinois' growth. Lead mines were opened in the 1820's. Rich farm lands produced bountiful crops, while Lake Michigan provided a natural shipping lane for the products of the mines and farms. Eventually, the mining industries fueled the manufacturing industries that made machinery for farming and for food processing. Its natural resources have made the Prairie State one of the most prosperous in the nation.

1. The first paragraph tells mainly

   a. why the rich prairie soil was important to Illinois' history.
   b. how Illinois got its nickname.
   c. about farming in Illinois.

2. The second paragraph is mainly about

   a. the changes in Illinois between 1680-1818.
   b. the French influence in Illinois.
   c. when Illinois became the twenty-first state.

3. Which of the following is the main idea of the third paragraph?

   a. Illinois grew rapidly because it was a prosperous state.
   b. The mining industries fueled the manufacturing industries.
   c. Natural resources were important in the growth of Illinois.

MAKING INFERENCES

TO DO WITH THE TEACHER

When you read, you understand more than what is said in the writing. You add your knowledge to the information you are reading. When you do this, you can make a good guess about things that the writer doesn't say. This reading skill is called making inferences.

Practice

Read the paragraph and answer the question that follows.

> While they were putting on their boots, the children talked excitedly. They were impatient because their friends were already outside playing. Before they went out, they took an old hat from the closet for the snowman they were planning to build.

What season is it?

Discuss

How did you figure out the answer?

The answer to the question was not directly stated. To answer the question, you looked in the paragraph for information that related to seasons. Then you added what you knew about seasons to the information to make a decision. You inferred what the season was by combining details in the paragraph with your own experience and knowledge.

Practice

Read the paragraph and answer the inference question that follows.

> Most of the young people were enjoying the summer afternoon, but Tom was sunburned. Sand had gotten into his bathing suit. Although he was uncomfortable, he didn't want to leave his friends.

Tom was probably

1. at the pool.
2. at a friend's house.
3. at the beach.

Discuss

Which details in the paragraph helped you choose the answer?

Why were the other choices incorrect?

Practice

Read the paragraph and answer the question that follows.

> Helen rushed to finish cooking the food. Corn, peas, rice, and potatoes were cooking in four large pots on one stove. On another stove the chicken, beef stew, and fish were almost ready. A lot of hungry people were waiting to eat. Business was very good.

You can infer that Helen

1. is preparing dinner for her husband's birthday.
2. is rushing to go home.
3. is working in a restaurant.

Discuss

Which details in the paragraph helped you make the correct inference?

Why were the other choices incorrect?

TO DO WITH THE TEACHER

Questions which require you to make an inference often use forms of the words infer, imply, or suggest. Here are some ways inference questions can be worded:

- You can infer that.....
- It can be inferred that.....
- Which of the following inferences.....
- The paragraph implies.....
- The article suggests.....

Other words that may signal inference questions are probably, most likely, and must. Study the way these words are used in the examples below.

- This story probably took place.....
- The time of the year is most likely.....
- At the time of the accident, it must have been.....
- John realized that his friend must have.....

Practice

Read the paragraph and answer the questions that follow.

During lunch break Mike picked up his books and sneaked back to his locker. He looked around before opening it to be sure that no one was watching him. Then he quickly removed the book from under his jacket and slipped it under the pile of papers at the bottom of the locker. After the locker was closed, he breathed deeply and smiled. Now no one would find it or know how he had gotten it.

1. You can infer that Mike is
   a. a football player.
   b. a student.
   c. a teenager.
2. This event probably happened at
   a. 8:00 a.m.
   b. 3:00 p.m.
   c. 12:00 noon.
3. Mike must have
   a. gotten the book in a dishonest way.
   b. bought the book in the bookstore.
   c. borrowed the book.
4. The writer suggests that
   a. Mike is guilty and sorry.
   b. Mike feels relieved.
   c. someone saw Mike.

Discuss

How were you able to make these inferences?

To answer these inference questions, you had to use more than simple details. You also had to use your experience to understand why Mike may have acted and felt this way. What you read plus what you already knew helped you make the inferences.

TO DO ON YOUR OWN

Read the paragraph and answer the questions that follow.

When Mary came to the U.S. a few months ago, she was homesick. At first, she cried at night and made many long distance phone calls to her family. Soon after enrolling in English classes, Mary began to meet new people. When she started to smile more, she attracted the attention of a nice young man in her class. They discovered they both liked rock music. Now she looks forward to each new day.

1. When she arrived in the U.S., Mary probably felt
   a. cheerful.
   b. tired.
   c. sad.
2. The paragraph implies that Mary
   a. is happy now.
   b. doesn't call home now.
   c. is lonely now.
3. Most likely Mary is
   a. beautiful.
   b. single.
   c. a musician.

GO ON TO THE NEXT PAGE

Read the paragraph and answer the questions that follow.

The Millers have lived in a middle-class suburb of Chicago for four years. Their community has good schools, convenient shopping, and beautiful parks. Last year they installed a home burglar alarm system, which they never turn off. They think it was worth the price because they feel secure now.

1. You can infer that the Millers
   a. live in a bad neighborhood.
   b. were required by law to have an alarm system.
   c. were afraid of being robbed.
2. The alarm must have
   a. been there when they moved in.
   b. cost a lot of money.
   c. been recommended by a neighbor.
3. Which of the following inferences is correct?
   a. The Millers feel that crimes can occur at any time.
   b. The Millers use the parks often.
   c. The Millers were robbed last year.

GO ON TO THE NEXT PAGE

Read the paragraph and answer the questions that follow.

John Gray is a seventy-seven-year-old man whose wife died a few months ago. His daughter wants him to move in with her family. He loves his teenage grandchildren, but after a few hours of listening to their rock music, the quiet in his apartment doesn't seem as bad as before. If he moves in with them, he won't be lonely, but he'll have to adjust his sleeping and eating schedule to theirs. Because his daughter lives far away, it would be difficult for him to continue to see his old friends. Although cooking and cleaning for himself is hard, he is managing fairly well and doesn't want to become dependent on his children.

1. The paragraph implies that
   a. John's grandchildren don't want him to move into their house.
   b. John doesn't drive.
   c. John's daughter is concerned about her father's living alone.
2. John's wife must have
   a. done the cooking and cleaning.
   b. died after a long illness.
   c. told her daughter to take care of John.
3. John will probably
   a. move in with his daughter.
   b. stay in his apartment.
   c. move into a nursing home.

STOP

TO DO WITH THE TEACHER

Sometimes a question that requires you to make an inference will not use any of the words that usually signal inferences. If the answer to a question is not stated in the text, you may have to make an inference. To choose the best answer, try to combine what you know from your experience with the information in the reading.

Read the paragraph and answer the question.

> "Are your teeth as clean as they should be? If they aren't, try FRESH. Your teeth will look whiter. Your breath will be fresher. Your smile will be brighter! So try FRESH tomorrow."

FRESH is

1. a mouthwash.
2. a lipstick.
3. a toothpaste.

Discuss

How did you know the question required you to make an inference?

TO DO ON YOUR OWN

Read the paragraph and answer the questions that follow.

It was the time of day when the sun was the hottest. As the women crossed the dirt road, they carefully lifted the bottoms of their long dresses to keep them clean. A group of cowboys were drinking in the saloon to celebrate the sale of their cattle. The horses tied up outside were restless from the heat. A man rode quietly into town, got off his horse, and went into the bank. Suddenly, a gun was fired. All the townspeople ran into the street. A woman escaped from the bank crying, "Call the sheriff!"

1. This story happened
   a. 5 years ago.
   b. 150 years ago.
   c. 300 years ago.
2. This story took place
   a. in a town in the Old West.
   b. in a city on the east coast of the U.S.
   c. in a small village in England.
3. What happened?
   a. The bank guard's gun fired accidentally.
   b. The cowboys in the saloon had a shootout.
   c. The man tried to rob the bank.

STOP

TEST YOUR SKILL

Read each paragraph and answer the questions that follow.

Road maps can do more than just show the best way to get to your destination. Planning a trip is easier and more fun with the help of maps. They can also add to the enjoyment after you are on the road. Looking at maps to learn about parks, historical markers, and places with interesting names can make the time go faster. If you have time, you can stop to see some of these sights. You can collect additional maps at roadside visitor centers. Reading them can give you ideas for your next vacation. Maps can provide entertainment as well as information when you are taking a trip.

1. The paragraph implies that

   a. reading a map is difficult.
   b. road maps can make a trip more pleasant.
   c. maps are difficult to get on the road.

2. Which inference is correct?

   a. Maps can be educational.
   b. Historical sites are boring.
   c. Without a map, you won't enjoy the trip.

3. The article suggests

   a. you can't take a trip without a map.
   b. you should use road maps when planning and taking a car trip.
   c. car trips are the best way to travel.

GO ON TO THE NEXT PAGE

People who suffer from allergies have problems such as sneezing, coughing, rashes, and shortness of breath. There are many medications on the market which may give the sufferer some relief. However, the side effects of these medications can cause other difficulties. For example, taking an allergy relief medicine can make one think and move more slowly or feel sleepy. One may then have trouble working or driving safely. Another possible side effect is an upset stomach. Other side effects may result from combining allergy medicines with certain other medicines. It is important to read about the side effects of a medicine before taking it.

1. Allergy medicine probably

   a. should never be taken.
   b. helps control sneezing.
   c. helps you do better at school.

2. You can infer that

   a. allergy medicine doesn't make the sufferer feel better.
   b. medicine packages contain information about side effects.
   c. the best way to learn about side effects is to take a medicine for a few days.

3. The safest time to take allergy medicine is

   a. with lunch.
   b. when you wake up.
   c. before bedtime.

UNDERSTANDING HOW IDEAS ARE ORGANIZED

You have already learned that English writing is organized in groups of sentences called paragraphs. The way writers arrange their ideas within paragraphs depends on their purposes or reasons for writing. For example, one purpose for writing might be to explain how to do something. Another might be to show how things are alike or different. Learning the different ways writers organize their ideas in English will make it easier to follow a writer's thoughts while reading for thorough comprehension.

SPATIAL ORGANIZATION

TO DO WITH THE TEACHER

Spatial organization is one of the ways writers arrange their ideas. A writer uses spatial organization to describe where places, things, and people are located. As you read the paragraph, circle words which show spatial organization.

> The Smiths' family room is a pleasant place to work and relax. Mrs. Smith enjoys reading while sitting on the comfortable sofa, which has a good reading lamp next to it. Newspapers and magazines are piled on the table in front of the sofa. A collection of family photos hangs on the wall above the sofa. The plants growing in the sunny southern window opposite the couch give a garden-like feeling to the room. In the afternoon the Smiths' dog, King, likes to sit in one of the two chairs by this window. The children often sit on the rug in the middle of the floor watching their favorite programs on the TV, which is located on the east wall. Across from the TV is Mr. Smith's desk, where he sometimes works late at night while the children are sleeping. The family room is the Smiths' favorite place in the house because it is truly multi-purpose.

Discuss

What parts of speech are commonly used to show location?

What words other than those you circled might a writer use to show spatial organization?

Each pattern of organization uses special vocabulary. Recognizing this vocabulary will help you identify the way a writer is organizing his ideas. Knowing the pattern makes it easier to find the answers to questions which test your comprehension or understanding of what you have read.

Practice

Go back to the paragraph about the Smiths' family room and scan to find the answers to the following questions. You will need to scan for both the item you are trying to locate and the special vocabulary used in spatial organization.

1. The reading lamp is
   a. next to the sofa.
   b. in front of the sofa.
   c. above the sofa.
2. The TV is across from
   a. the sofa.
   b. the chairs.
   c. the desk.
3. King likes to sit
   a. in the middle of the room.
   b. near the TV.
   c. along the south wall.
4. The sofa is located
   a. in the center of the room.
   b. on the north wall of the room.
   c. near the sunny southern window.

STOP

TO DO ON YOUR OWN

Read the following paragraph and answer the questions that follow.

The Lincoln Memorial in Washington, D.C. is a rectangular building which sits on a high terrace near the bank of the Potomac River. It is separated from the Washington Monument by gardens and a body of water called the Reflecting Pool. Around the edges of the white marble building are thirty-six columns representing the thirty-six states in the United States when Abraham Lincoln was president. Just inside the columns are the walls of the memorial. Of the memorial's three sections, the one in the center is open to the front of the building. As the visitor enters the center section, he or she sees the seated figure of Lincoln facing the entrance. Carved into the stone walls of the rooms to the left and right are the words of two of Lincoln's famous speeches. The balanced design of the interior and exterior of the memorial leaves a lasting impression on the more than a million-and-a-half people who visit it each year.

1. The columns are located
   a. in the middle section of the memorial.
   b. all around the building.
   c. between the Lincoln Memorial and the Washington Monument.
2. The Lincoln Memorial
   a. is circular.
   b. has three sides.
   c. has four walls.

3. Between the Washington Monument and the Lincoln Memorial is
   a. the Potomac River.
   b. the seated figure of Lincoln.
   c. the Reflecting Pool.
4. When you enter the memorial, the first thing you see is
   a. the front of Lincoln's body.
   b. Lincoln's back.
   c. the words of Lincoln's speeches.

TIME ORDER

TO DO WITH THE TEACHER

Time order is another way that writers organize their ideas. Two types of time order are chronological and process order. For example, a writer uses the chronological pattern when his or her purpose is to tell the story of someone's life, the history of a country, or the development of a new product. The process pattern is used for the purpose of giving instructions how to do or make something or describing how something works. For example, information that tells you how to change an automobile tire or how a microwave oven works uses process organization.

The following is a paragraph in which the writer uses chronological order. As you read, look for words which indicate chronological order. Circle the words.

George Washington was born in 1732. He was trained to be a surveyor, but during the French and Indian War he became interested in military leadership. In 1759 he married Martha Custis, who later became famous as a gracious hostess. After his marriage he went to Mt. Vernon, his family home. While living the life of a gentleman farmer, he became involved in the colonists' opposition to the way the British were ruling the colonies. In 1775, when the colonists were ready to fight for their independence, the Continental Congress appointed Washington commander-in-chief. At the same time he was begging for more men and supplies, Washington had to fight the war with untrained, poorly-equipped soldiers. During this time he never asked for or received any pay. When the war ended in 1783, he returned to Mt. Vernon. Subsequently he was chosen to be the first president of

the United States. After serving two terms, he retired in 1796. Two years later he died and was buried at Mt. Vernon.

STOP

Discuss

What do all the words you circled have in common?

Practice

Scan the paragraph about George Washington to find the answers to the questions. Look for the vocabulary of time order to help you quickly figure out the correct answers.

1. No pay was given to George Washington for his services as
   a. president.
   b. commander-in-chief.
   c. surveyor.
2. George Washington died
   a. in 1796.
   b. in 1783.
   c. in 1798.
3. George Washington became president
   a. before 1793.
   b. in 1783.
   c. after 1783.

The next paragraph uses process order to tell you how to enroll in English classes. As you read, circle the words that show the steps in the registration process.

To enroll in MONNACEP English classes, first call the office at 635-1426 to find out the class time and location most convenient for you. Second, go to the site on the appropriate day and time to register. Then ask to speak to the registration aide. He or she will interview you to determine how well you can speak and understand English. Next he or she will give you registration forms to fill out. When you have completed the forms, you will take a written placement test. After the aide has scored the test, he or she will tell you what class you should go to. To complete the process go to the classroom and meet your teacher.

STOP

Discuss

What do the circled words help you understand about the steps in the process?

Practice

1. To sign up for English classes, you should begin by
   a. taking a test.
   b. going directly to the classroom.
   c. finding out where to register.
2. You take the test
   a. simultaneously with the interview.
   b. when you enter the class.
   c. after the forms are done.

3. The last step in enrolling is
   a. to meet the teacher.
   b. to take the test.
   c. to go to the registration site.
4. You find out what classroom to go to
   a. during the interview.
   b. while filling out the forms.
   c. following the grading of the test.

STOP

TO DO ON YOUR OWN

Read the following paragraph and answer the questions that follow.

Victims of Alzheimer's disease experience a progressive worsening in their mental and physical abilities during the middle to later years of their lives. Doctors diagnose this illness when a sequence of characteristic symptoms occur. The patient's loss of memory for recent events is the beginning of the first stage of the disorder. This is followed, usually within a year, by a lessening of the victim's ability to understand ideas, to make judgments, and to perform other intellectual functions. The next stage is marked by worry, depression, and other emotional problems. Third, intellectual ability continues to deteriorate, and symptoms such as difficulty in walking begin to appear. Finally, the patient becomes unable to leave his bed or recognize his relatives and friends.

1. The purpose of this paragraph is
   a. to describe the order in which the symptoms of Alzheimer's disease occur.
   b. to tell which symptom of Alzheimer's disease is the most important in making the diagnosis.
   c. to explain Alzheimer's disease.
2. Which of the following statements is correct?
   a. If you are 60 years old and often forget your house keys, you may have Alzheimer's disease.
   b. Although an Alzheimer's victim stays in bed, he can still enjoy activities such as reading.
   c. A person with Alzheimer's disease will probably require full-time nursing care in the later stages of the illness.

3. What usually happens as Alzheimer's disease progresses?
   a. The patient stays in bed and starts to forget things.
   b. The patient becomes depressed after losing his memory and ability to make decisions.
   c. During the early stages of Alzheimer's, the patient has difficulty walking.

CLASSIFICATION

TO DO WITH THE TEACHER

Classification or dividing things into groups is a third way writers arrange their ideas. For example, food can be classified into groups or categories. As you read the following paragraphs, circle the words which signal the way the writer has divided food into groups.

> To have a balanced diet, nutrition experts suggest choosing one's daily food intake from each of the four food groups. An adult should consume two or more servings from the milk group, which includes milk, cheese, ice cream or other dairy products. Also recommended are two servings from the meat category, for example, beef, fish, pork, poultry, eggs, dried beans, peas, and nuts. In addition, one should have at least four portions of food such as bread, rice, corn flakes, or spaghetti from the bread-cereal class. To round out a balanced diet, four or more servings of carrots, oranges, tomatoes or other foods of the vegetable-fruit type should also be eaten.

Discuss

Into how many groups does the writer classify food?

What are the different words the writer uses to signal classification?

How do you know another group is being introduced?

In what other ways could food be classified?

Practice

1. You should have no less than four portions each from the _____groups every day.
   a. bread and vegetable
   b. bread and meat
   c. meat and milk
   d. vegetable and meat
2. Yogurt is a member of the _____group.
   a. meat
   b. bread
   c. milk
   d. vegetable-fruit
3. Which of the following would be a balanced meal?
   a. sausage-mushroom-cheese pizza
   b. tomato soup, green salad, whole wheat bread, applesauce
   c. fish, corn, rice, orange juice
   d. cereal, eggs, and toast

As you read the following paragraph, circle words which signal that the characteristics of a successful language learner are being classified in order of importance.

> Successful second language learners have a number of personal characteristics in common. One important quality they share is a "good ear", the aptitude for mimicking or copying sounds. Another essential attribute is a willingness to risk making mistakes. This explains why children are often better language learners than adults who may be afraid of embarrassing themselves. However, the chief factor in successful language acquisition is motivation, real desire to make the second language and culture part of your life.

Discuss

What are the characteristics of a successful second language learner?

Are these characteristics equally important?

How does the writer signal their order of importance?

STOP

Practice

1. A successful language learner
   a. often makes embarrassing mistakes.
   b. probably likes music.
   c. takes many classes.
2. The major influence on how one learns a second language is
   a. age.
   b. motivation.
   c. intelligence.

3. Who would most likely have a "good ear" for learning languages?
   a. an opera singer
   b. a teenager
   c. someone who hears well

STOP

TO DO ON YOUR OWN

Read the following paragraph and answer the questions that follow.

Contact lenses are an alternative to glasses for people who have certain kinds of vision problems. Today several forms of contact lenses are available. A person should choose the type of lens which best meets his or her own needs in relation to cost, lifestyle, vision problem, and comfort requirements. Hard contacts, made of hard plastic, can be worn up to eighteen hours a day and correct most vision problems. They cost about $129 a pair. Soft contacts, made of water-absorbing plastic, are a second type of lenses. Although they are very comfortable and often cost less, they tear easily and become worn by handling. They correct only a limited range of vision problems. The main disadvantage of soft contacts is that they must be carefully stored in a special solution so that the wearer does not get an eye infection. Extended-wear soft contact lenses are a variation of soft contacts. They are made of specially prepared plastic which allows one to wear the lenses on a semi-permanent basis. They can be worn up to a month at a time before being removed, but they cost about $175 a pair.

1. Which lenses are the cheapest?
   a. hard lenses
   b. soft lenses
   c. extended-wear soft lenses
2. Which of the following statements is true?
   a. You will probably have to buy a new pair of hard contact lenses more often than soft lenses.
   b. There is a contact lens for every vision problem.
   c. Extended-wear contacts can be worn while sleeping.

3. When choosing contact lenses, a person should consider
   a. the appearance in addition to the price.
   b. one's personal habits as well as one's budget.
   c. friends' recommendations and how long the lenses will last.

COMPARISON AND CONTRAST

TO DO WITH THE TEACHER

Comparison and contrast is another pattern of organization. The following paragraph compares two universities to help prospective students choose which school to attend. Circle the words which show similarities or differences.

> Some Chicago high school seniors who plan to study engineering are trying to decide between Northwestern University and the University of Illinois at Champaign, both of which have outstanding faculties and national reputations. Moreover, each offers a highly-rated engineering school. However, they differ significantly in several ways. Northwestern's location in nearby Evanston would allow the students to live at home while the University of Illinois' distance from Chicago would require them to live on campus. Even if they chose to live on campus at Northwestern, they could visit home easily. On the other hand, the trip home from Champaign would take about three hours. Unlike the University of Illinois, a state-supported university with low tuition, Northwestern is a private institution with very high tuition. The total cost of attending the University of Illinois would be much lower than the cost of Northwestern's tuition alone. A final difference is in the size and composition of the student bodies. The University of Illinois has approximately 26,000 undergraduate students as compared to Northwestern's 12,000 students. Northwestern's students come from all over the United States and the world. In contrast, the University of Illinois' students are primarily from Illinois.

Discuss

Which words show similarities?

Which words show differences?

STOP

Practice

1. For which student would the University of Illinois be the best choice?
   a. a student who has a health problem which requires him to see a doctor in Chicago regularly
   b. a student from a middle-class family who has a brother in college
   c. a student who wants to live on campus
2. Which student would probably decide to attend Northwestern?
   a. a student who wants to meet people from different backgrounds
   b. a student from a wealthy family who wants to get away from his overprotective parents
   c. a student who went to a small high school
3. Which of the following statements is correct?
   a. Northwestern has a better reputation than the University of Illinois.
   b. It is more expensive to attend Northwestern while living at home than to go to the University of Illinois and live in a dormitory.
   c. Private schools receive state support.

In the previous example of the comparison-contrast pattern, factors influencing the students' choices were compared one-by-one, e.g. faculties, reputation, specialties, location, etc.

The following paragraph shows the second method writers use to make comparisons. As you read, notice how the organization of this paragraph differs from that of the first one about Northwestern and the University of Illinois.

> Several high school students are deciding whether to study engineering at the University of Illinois at Champaign or Northwestern University. The University of Illinois' School of Engineering is rated among the top ten in the nation and has outstanding teachers. Its rural campus is located one hundred and sixty miles from Chicago. Because it is a state-supported school, its tuition of $1850 is moderate. Room and board averages an additional $2800-$3800 a year. Its undergraduate population totals 26,000, most of whom are Illinois residents. Although Northwestern also has a superior faculty and national reputation, it differs from the University of Illinois in several significant ways. Located in suburban Evanston, it is only twenty-five minutes from Chicago's cultural attractions. It is privately funded, so tuition at $9600 is much higher. Room and board, however, is comparable to that of the University of Illinois. Of Northwestern's 12,000 undergraduates, many come from outside of Illinois.

Discuss

How is this paragraph organized differently from the first one?

STOP

Practice

1. Northwestern's faculty
   a. is large.
   b. is outstanding.
   c. comes from outside of Illinois.
2. Room and board at the University of Illinois costs
   a. about the same as it does at Northwestern.
   b. less than it does at Northwestern.
   c. more than it does at Northwestern.
3. Champaign is
   a. a suburb of Chicago.
   b. an hour's drive from a large city.
   c. in the Illinois' countryside.

STOP

TO DO ON YOUR OWN

Read the following paragraph and answer the questions that follow.

> Although a woman's decision to go to work may require some adjustments in her family life, the benefits to the family usually offset the problems. While she may not have as much time to spend with her children as she did before, the additional income can provide them with more opportunities for nursery school, private lessons, summer camp, and vacations. She may not be able to do as much for her family, but her husband and children may become more self-reliant because they will have to do things for themselves. Another benefit is that the father and children may be drawn closer together when sharing these responsibilities. Even though a woman may often find it difficult to juggle the roles of wife, mother, and working woman, her sense of accomplishment will more than compensate for the extra effort involved. Overall, the whole family gains when a woman chooses to work.

1. The writer of this paragraph feels
   a. all women should have paid jobs.
   b. women who do not work are better wives and mothers.
   c. that families of working women gain more than they lose.
2. The purpose of this paragraph is
   a. to compare the advantages and disadvantages to the family when a woman works.
   b. to show that women who work are not good mothers.
   c. to criticize women who stay at home.
3. Self-reliant means
   a. helpless.
   b. independent.
   c. close.

CAUSE AND EFFECT

TO DO WITH THE TEACHER

Writers also frequently arrange their ideas to show cause and effect, that is, to show how one thing makes another happen. For instance, a writer may want to tell people that if they continue to smoke, they may get lung cancer. In other words, he or she is saying that smoking causes cancer. This relationship can be shown in the following diagram:

smoking ⟶ cancer
(cause) (effect)

Many different words can be used to express a cause and effect relationship. One could also say:

(Cause) ⟶ (Effect)

Smoking	is the cause of	cancer.
Smoking	is a reason for	cancer.
Smoking	may result in	cancer.
Smoking	may be responsible for	cancer.
Smoking	contributes to	cancer.
Smoking	leads to	cancer.

Notice in the above sentences the cause is stated before the effect. However, if different vocabulary is used, the effect can be stated before the cause:

(Effect) ⟵ (Cause)

Cancer	is caused by	smoking.
Cancer	may result from	smoking.
Cancer	may be a result of	smoking.
Cancer	may follow	smoking.
Cancer	may be a consequence of	smoking.

In these first examples, both the cause and its effect could be expressed in one word each. However, most passages showing cause and effect involve longer groups of words (phrases or clauses) which are also connected by special vocabulary signaling a cause and effect relationship. Study the following examples.

(Cause) ⟶ (Effect)

People today watch more TV, so they read less.
People today watch more TV; as a result, they read less.
People today watch more TV; consequently, they read less.
People today watch more TV; for this reason, they read less.
People today watch more TV; therefore, they read less.
People today watch more TV; thus, they read less.
People today watch more TV; because of this, they read less.

Here too, the effect can be stated before the cause by using the appropriate vocabulary.

(Effect) ⟵ (Cause)

People read less today because they watch more TV.
People read less today since they watch more TV.
People read less today as a result of their watching more TV.
People read less today due to their watching more TV.
People read less today owing to their watching more TV.

All of the underlined words in the examples signal cause-effect relationship. When you read this kind of vocabulary, try to figure out the effect (what happens) and the cause (what makes it happen).

In the following paragraph look for sets of cause-effect relationships. Write them in the space below the paragraph.

Rapidly dropping temperatures caused last week's rain to turn into one of the worst snowstorms the city has ever experienced. The storm was responsible for at least one hundred twenty-five car accidents. Many people could not get home because of the poor driving conditions. Consequently, some hotels let workers stay the night without charge. A baby was born in a taxi cab when the driver could not get to the hospital. Several people had heart attacks as a result of attempting to shovel the eight inches of snow that had fallen. It took three days for the city to return to normal.

Cause Effect

STOP

Discuss

What signal words helped you decide which was the cause and which was the effect in each set?

Did you find a set in which a signal word was not used?

Practice

A hurricane, a giant whirlpool of air, causes damage in several ways when the storm approaches land. Intense winds at speeds up to 200 miles per hour result in the destruction of buildings and plants and are often responsible for injuries suffered by people who are caught out of doors. Flash flooding is a second effect of hurricanes as the rain clouds travel inland carrying huge amounts of water. Rising tides are created by the hurricane's driving force. The power of these tides is so great that everything along the shore is swept o[illegible]unded to death.

1. An effect of a hurricane is
   a. a giant whirlpool of air.
   b. bodily injury.
   c. frightening people to death.
2. Everything along the shore is damaged because the tides
   a. are very powerful.
   b. produce rain.
   c. are rising.
3. Which one of the following statements is true?
   a. Hurricanes result in a cleaner shoreline.
   b. Weak winds are a dangerous aspect of hurricanes.
   c. Serious property damage occurs due to high winds during a hurricane.

STOP

TO DO ON YOUR OWN

Read the following paragraph and answer the questions that follow.

Dr. Martin Luther King became famous after the Montgomery, Alabama bus boycott. Prior to that time, black people had to sit in the back of the city buses. To protest this, blacks sat in the front of the bus instead of the rear. When Mrs. Rosa Parks refused to move to the back of the bus, she was arrested and taken to jail. Her arrest caused Dr. King to organize a boycott, during which thousands of blacks did not ride on city buses. Dr. King, the outspoken leader of the civil rights movement, was disliked by its opponents. Consequently, he was put in jail and his house was bombed. The boycott ended three hundred and eighty-two days after it had begun. The Supreme Court ruled that Alabama's bus laws were illegal. As a result, blacks could sit anywhere in the city buses. Dr. King had shown that the boycott could be used to bring about social change.

1. The purpose of this paragraph is to show
   a. how long the Montgomery bus boycott lasted.
   b. the effect of the Montgomery bus boycott.
   c. how the Supreme Court functions in a democracy.
2. Dr. King was jailed
   a. because he refused to sit in the back of the bus.
   b. as a result of his civil rights work.
   c. since he was a criminal.
3. Which one of the following statements is true?
   a. The boycott was successful.
   b. Everyone disliked Dr. King.
   c. The boycott resulted in complete equality for blacks.

PUTTING IT ALL TOGETHER

TO DO WITH THE TEACHER

You have been introduced to the reading skills needed to successfully answer reading comprehension questions:

- scanning for information
- using context to determine meaning
- finding the main idea
- making inferences
- recognizing paragraph organization

To answer a question you may have to use more than one of these skills. In this unit you will learn how to put together the appropriate reading skills to increase your efficiency and comprehension in test-taking situations.

Test exercises usually include the following types of questions:

- main idea or topic (title) question
- vocabulary from context question
- inference question
- detail or specific information question

Practice

Study each of the following questions to determine which type it is. Do not choose answers to the questions at this time.

1. According to the passage, the percent of water in our blood
   a. 65%
   b. 80%
   c. 83%
   d. 85%

   This is a/an _____ question.

2. As used in the passage, regulates means
   a. heats.
   b. carries off.
   c. contains.
   d. controls.

   This is a/an _____ question.

3. Which of the following best states the main idea of the passage?
   a. Water is necessary for health.
   b. Water removes waste from our systems.
   c. Water contains calcium, iron and other minerals.
   d. The addition of fluoride to water has improved dental health.

   This is a/an _____ question.

4. You can infer that
   a. people should eat a lot of apples.
   b. too much fluoride can be harmful.
   c. water is the most important source of calcium.
   d. it is necessary to drink two or three quarts of water a day.

   This is a/an _____ question.

Read the passage and answer the questions that follow. Raise your hand when you finish.

Water has no taste, color, or calories, but is necessary for our diets. Our bodies are 65% water. Our blood is 83% water. We might be able to live 80 days without food; however, we could live only 10 days without water. Water regulates body temperature by keeping us from getting too hot or too cold. Water also carries off waste from our bodies.

We need to take in about two or three quarts of water a day. Hard work or hot weather may cause us to need even more. We do not get all of our water by drinking since many foods contain water. Apples, for example, are 85% water.

A clear glass of water may look pure. It is not pure, however, because it contains dissolved minerals such as calcium and iron. Calcium builds teeth and bones, and iron is an important part of blood. Another mineral often found in water is fluoride. In many places, fluoride is added to drinking water because it helps prevent tooth decay. However, the amount of fluoride that is added has to be watched carefully.

1. According to the passage, the percent of water in our blood is
   a. 65%.
   b. 80%.
   c. 83%.
   d. 85%.
2. As used in the passage, regulates means
   a. heats.
   b. carries off.
   c. contains.
   d. controls.

3. Which of the following best states the main idea of the passage?
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   d. The addition of fluoride to water has improved dental health.
4. You can infer that
   a. people should eat a lot of apples.
   b. too much fluoride can be harmful.
   c. water is the most important source of calcium.
   d. it is necessary to drink two or three quarts of water a day.

STOP

Discuss

How did you go about doing this exercise?

- Did you read the passage first without looking at the questions again or did you look at the questions before reading the passage?
- Did you read the passage thoroughly for complete understanding or did you skim (read it quickly to get a general idea)?
- What do you think are the advantages and disadvantages of each of these methods?

What process did you use to answer each question about the reading passage?

- In question #1, what steps did you go through to locate the correct detail?
- In question #2, what steps did you go through to determine the meaning of regulates?
- In question #3, what steps did you go through to find the main idea?
- In question #4, what steps did you go through to make the correct inference?

TO DO WITH THE TEACHER

Here is a strategy to help you attack reading comprehension test exercises:

1. As you read the passage quickly, skim for the following:

   - the topic or main idea
   - the number of paragraphs
   - the signals which indicate how the paragraph is organized

   Do not waste time trying to understand every word.

2. Look at each question and its answer choices to determine the type of question it is.

3. Go back to the passage and answer the questions, using the appropriate skills.

   - Try to answer the main idea question first because you will have already skimmed the passage.
   - Try to answer detail questions next since details usually follow the main idea in a paragraph.
   - Then go to the vocabulary from context question.
   - Answer inference questions last as they are more complex.

   Don't spend too much time on any question. Choose an answer and go on to the next question.

Practice

The next exercise involves an additional type of test question, one that asks you to identify the author's purpose. You will also notice a question that asks for a title, which is often another way of asking for a topic or main idea.

While doing this exercise, keep the test-taking strategy in mind. Read the passage and answer the questions that follow. Raise your hand when you finish.

Animals are divided into groups. Invertebrates, which make up 95% of all animal life on earth, are animals that have no backbones. They range in size from small, one-celled amoebas to large animals like lobsters and crabs. Invertebrates can be further classified into two categories: protozoa and metazoa. Protozoa are one-celled animals whose bodies have neither fixed forms nor skeletons. The multi-celled metazoa have fixed forms such as shells, which protect them.

The second group, vertebrates, are multi-celled animals that have backbones. The backbone or spine, which runs down the center of the vertebrate's body, helps protect its nervous system. All vertebrates are bilaterally symmetrical, which means that the left side of the body is the same as the right. In addition, all vertebrates have a brain that is enclosed in a bony skull. Their internal systems are very complex, with each part of the system developed to do a specific job.

1. The brain of a vertebrate is inside a
   a. shell.
   b. spine.
   c. skull.
   d. system.
2. The word bilaterally (line 15) means
   a. complex.
   b. divided into two sides.
   c. having a brain.
   d. multi-celled.
3. What would be a good title for this passage?
   a. Animals Without Backbones
   b. Protozoa and Metazoa
   c. Divisions of Animals
   d. Vertebrates and Invertebrates
4. The passage implies that
   a. invertebrates are not all one-celled.
   b. there are more vertebrates than invertebrates.
   c. invertebrates are bilaterally symmetrical.
   d. animals with fixed forms are vertebrates.
5. The purpose of this passage is to
   a. explain one way animals are classified.
   b. contrast one-celled and multi-celled animals.
   c. to show why an animal has a spine.
   d. to tell the history of vertebrates and invertebrates.

STOP

Discuss

Were you able to use the suggested strategy successfully?
How were your speed and comprehension affected?
In what order did you answer the questions?
What steps did you follow to answer each question?
How did you determine the author's purpose?

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28
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20
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PG

In addition to the basic strategy for attacking reading comprehension questions, here are some tips which will help you improve your overall performance on timed reading comprehension tests.

1. Before you start the test,

   - read the directions to be sure you understand what you are being asked to do.
   - study the examples of test questions to learn how to mark the correct answers.
   - note the time limit.
   - skim the whole test to see how many sentences or passages you need to read and answer questions about.

2. As you work through the test, allow sufficient time to try each section. Don't spend too much time on any one section. A later section may be easier because you may be more familiar with the content.

3. Focus on the content of the reading passage only to answer the questions. You will not have time to gain total understanding of new information. Most of the time you should use the two quick reading techniques of skimming and scanning to answer questions.

   - Skim for the main idea and to see the organization of the passage.
   - Scan for answers to questions which ask for details. Scan for any line numbers referred to in the question and important words which may help you locate the correct answer.
   - Read thoroughly only to answer more difficult questions or if the passage itself is very hard for you to understand.

4. Read all the answer choices for each passage before deciding which is best.

   - More than one choice may be correct, but another choice may include both correct parts, as in this example:

     Water is important to the body because
     a. it regulates temperature.
     b. it carries away waste material.
     c. both a and b.

   - Several answers may be true, but only one correctly answers the particular question, as in this example:

     How much of the human body is water?
     a. We could live only 10 days without water.
     b. The body is 65% water.
     c. We need to take in 2-3 quarts of water a day.

5. Remember that answer choices are often restatements of ideas in the passage, so look back over the passage for the same ideas stated in other words.

6. Don't choose answers based only on your knowledge or opinions. Check the answer to be sure it is correct according to the information in the passage. Reading tests measure your comprehension or understanding of a particular reading passage, not your knowledge or opinions of the subject.

7. Be sure you understand the language of the questions and answer choices. Watch for words like <u>all</u>, <u>most</u>, <u>no</u>, <u>none</u>, <u>not all</u>, <u>but</u> and <u>except</u> in both questions and answer choices. If you fail to note these words, you will not be able to answer the questions correctly even if you understand the content of the passage.

TEST YOUR SKILL

Read the passages and answer the questions that follow. Circle the letter of the correct answer to each question. You will have 20 minutes.

For over a century people have reported seeing a large animal in forests of the northwestern U.S. Sixteen-inch-long footprints have been found which could have come from a seven or eight-foot-tall manlike ape. Because of the footprints' size, people have called this creature Bigfoot. People who say they have seen Bigfoot do not agree about what it looks like, but do agree that Bigfoot avoids humans. As soon as the people entered the forest, Bigfoot hid from view. Scientists do not know whether Bigfoot really exists. Some scientists think the people have made up these stories to entertain or fool their friends. However, other scientists believe the stories are really true.

1. This passage is mainly about

   a. what Bigfoot looks like.
   b. whether Bigfoot really exists.
   c. apes of the northwestern United States.

2. A made-up story is

   a. not true.
   b. believed by everyone.
   c. foolish.

3. What information is not given in the passage?

   a. The creature has big footprints.
   b. The creature hides from people.
   c. The creature has been captured by scientists.

4. It can be inferred that

   a. there are no photographs of Bigfoot.
   b. no man could have made the footprints.
   c. people who said they saw Bigfoot were lying.

GO ON TO THE NEXT PAGE

Before 1854 in the United States, there were two major political organizations or parties, the Whigs and the Democrats. Democrats supported states' rights, while Whigs believed in a strong central government. In 1854 congress passed the Kansas-Nebraska Act, which allowed the territories of Kansas and Nebraska to decide whether they would allow slavery. Most Democrats and some southern Whigs supported the act, but many northern Whigs who did not own slaves opposed the act. These people decided to form their own party. They were joined by a few Democrats and abolitionists, people who wanted to abolish or end slavery. The new party was called the Republican Party. In 1856 the Republicans were unsuccessful in getting their first presidential candidate elected, but four years later their candidate, Abraham Lincoln, was chosen as the sixteenth president of the United States.

1. Which is the best title for this passage?

   a. Democrats and Republicans
   b. Slavery in the U.S.
   c. The Formation of the Republican Party

2. As used in the passage, abolish means

   a. permit.
   b. stop.
   c. protest.

3. Which of the following is true?

   a. The Whigs and the Democrats were the most important parties before 1854.
   b. Slave owners started the Republican party.
   c. Democrats thought that the states shouldn't have the most power.

4. You can infer that

   a. Lincoln was the first Republican president.
   b. Kansas voted to allow slavery.
   c. most southern Whigs joined the Republican party.

GO ON TO THE NEXT PAGE

Earthquakes are terrible natural disasters beause of the fatalities and destruction that result. The greater part of this loss of life and damage is due to the collapse of buildings and effects of earthquakes such as rockslides, floods, and tsunamis (gigantic sea waves), rather than from the earthquakes themselves. Although earthquakes may occur anywhere, 90% of them occur in two specific geographic areas. One area includes the Pacific Ocean and its bordering land masses. The other extends from the East Indies to the Atlas Mountains of North Africa, including the Himalayas, Iran, Turkey, and the Alpine regions of Europe. For centuries people never knew in advance when earthquakes would occur, but in recent times scientists have started to learn how to predict when and where earthquakes will happen. They are able to make these predictions based on changes in animal behavior, patterns of movements in the earth's crust, variations in the force of gravity and the earth's magnetic field, and the frequency of minor earth tremors or vibrations. As a result, a worldwide earthquake warning network is helping to lessen the amount of destruction caused by earthquakes. Scientists will never be able to control earthquakes and eliminate their destructiveness completely. However, as more is learned about how and why earthquakes happen, man will become better able to prepare for the disaster before it occurs.

1. Tsunamis are

   a. gigantic earthquakes.
   b. rockslides.
   c. huge waves.

2. Which of the following do scientists use to predict earthquake activity?

   a. changes in animal behavior
   b. differences in the earth's magnetic field and force of gravity
   c. both a and b

3. Which of the following is the main idea of the passage?

   a. Most earthquakes occur in two specific geographic areas.
   b. As scientists learn how to predict earthquakes with greater accuracy, people will be better able to deal with their destructive effects.
   c. Earthquakes are one of the most dangerous natural disasters.

GO ON TO THE NEXT PAGE

4. The author implies that

   a. the destruction caused by earthquakes is being reduced because people are now able to prepare for them in advance.
   b. there is a greater chance of an earthquake's occurring in Florida than in California.
   c. scientists will soon be able to control earthquakes.

GO ON TO THE NEXT PAGE

The Dewey Decimal system is the most widely used method of classification in public and college libraries in the United States. In 1876 Melvil Dewey, an American librarian, devised this useful classification system for cataloguing and arranging books and pamphlets in libraries. With this system, books and other publications are classified into ten major categories designated by numbers which range from 000-999. For example, 000-099 includes general works such as encyclopedias, and 100-199 covers philosophy, psychology and ethics (conduct). The category 200-299 covers the subjects of religion and mythology, while 300-399 include all the social sciences. In 400-499, language books, dictionaries and grammars are listed. Each of the ten main classes is further subdivided into more specialized fields. Within 200-299, 220 is used for materials which deal with the Bible. When the classification becomes very fine, decimals are used (220.4-220.5 specifies translations of the Bible). The Dewey Decimal system enables library users to locate reading materials quickly and easily.

1. You would find a handbook of English in

   a. 000-099.
   b. 200-299.
   c. 400-499.

2. Ethics most nearly means

   a. category.
   b. conduct.
   c. psychology.

3. This passage focuses on

   a. the usefulness of the Dewey Decimal system.
   b. Melvil Dewey's life.
   c. the ten major categories of the Dewey Decimal system.

4. Which of the following does the passage suggest?

   a. Because it was created in the nineteenth century, the Dewey Decimal System is no longer helpful.
   b. The first five categories of the Dewey Decimal system cover half of the total number of books in a library.
   c. Not all libraries use the Dewey Decimal system.

APPENDICES

Reading Skills Essential for Successful Transitioning

Suggested Materials for Transitional Reading Classes

Project Report

Reading Skills Essential for Successful Transitioning

I. Skills for Understanding Vocabulary
   - A. Using Context
   - B. Using Synonyms and Antonyms
   - C. Understanding Stems, Prefixes and Suffixes
   - D. Understanding Word Forms
   - E. Understanding Compound Words

II. Skills for Understanding Sentence Meaning
   - A. Understanding Pronouns
   - B. Understanding Complex Sentence Structure
   - C. Understanding Restatements

III. Skills for Understanding Paragraph Organization
   - A. Identifying the Main Idea
   - B. Identifying Supporting Details
   - C. Making Inferences
   - D. Recognizing Paragraph Organization
     1. Determining the Sequence of Events
        - a. Chronological Order
        - b. Process
     2. Seeing Relationships
        - a. Spatial Organization
        - b. Classification
        - c. Comparison and Contrast
        - d. Cause and Effect

IV. Skills for Improving Reading Efficiency
   - A. Improving Reading Speed
     1. Reading Groups of Words
     2. Focusing on Key Words
     3. Reading Sentences Rapidly
   - B. Scanning for Information
   - C. Skimming
   - D. Reading for Thorough Comprehension

V. Skills for Studying and Test-Taking
   A. Following Instructions
   B. Locating and Organizing Information
      1. Alphabetizing
      2. Using Guide Words, Headings, Titles
      3. Using Reference Sections of a Book
         a. Table of Contents
         b. Index
      4. Using Dictionaries and Glossaries
   C. Reading Graphics
   D. Understanding Multiple Choice Questions
   E. Applying Reading Skills in Test-Taking Situations

SUGGESTED MATERIALS FOR TRANSITIONAL READING CLASSES

I. Lower Transitional

Abraham, Paul and Daphne Mackey. Contact USA. Prentice-Hall.
ESL; practice in scanning, skimming, and vocabulary from context; timed readings, non-academic culture-based content; multi-paragraph passages.

Ackert, Patricia. Insights and Ideas. Holt, Rinehart and Winston.
ESL; strong in vocabulary building rather than skills instruction; practice in using vocabulary from context; general interest academic content; builds in difficulty; multi-paragraph passages.

Connelly, Michael and Jean Sims. Time and Space - A Basic Reader. Prentice-Hall.
ESL; practice in individual skills; timed readings; general interest science content; controlled vocabulary and grammatical structures; single and multi-paragraph passages.

Evanson, Jane L. From Pictures to Passages. Contemporary.
ABE; teaches and tests skills individually; content presupposes knowledge of American culture; uses visuals to progress from concrete to abstract; includes dictionary skills, poetry and figurative language; single and multi-paragraph passages.

Folse, Keith S. Intermediate Reading Practices. The University of Michigan Press.
ESL; teaches and tests skills individually; timed readings; general interest academic content, controlled vocabulary and grammatical structures; builds in difficulty; includes dictionary skills; sentence level as well as short paragraph practice.

Foote, Timothy A. and Raymond Traynor. Building Basic Skills in Reading. Contemporary.
ABE; teaches and tests skills individually; content presupposes knowledge of American culture; single and multi-paragraph passages.

Sosna, Barbara and Helen Taylor Abdulazis. Momentum. Holt, Rinehart and Winston.
ESL; introduces and tests skills individually; timed readings; general interest academic content; builds in difficulty; sentence level as well as multi-paragraph practice.

II. Middle Transitional

Einstein, Carol. Reading for Content and Speed. Books 1,2,3,4. Educators Publishing Service, Inc.
ABE; extensive practice in main idea, inference, and reading for details; timing optional; general interest mixed content; booklets sequenced as to difficulty; short passages.

Fredrickson, Terry and Paul F. Wedel. English by Newspaper. Newbury House.
ESL; introduces and tests skimming, scanning, and vocabulary from context; authentic newspaper articles; passages build from excerpts to full articles.

Herzfeld-Pipkin, Nancy and Judith McCarrick, Exploring the United States Past and Present. Prentice-Hall.
ESL; introduces and tests skills; history and geography content; formal and informal readings; multi-paragraph passages.

Lander, Eleanor. Science and Technology - A Reader. Newbury House.
ESL; teaches and tests skimming, scanning, using vocabulary from context and paragraph organization; timed readings; authentic science news articles; includes dictionary skills and reading maps, diagrams, and cartoons; passages increase in length.

Markstein, Linda and Louise Hirasawa. Developing Reading Skills-Intermediate. Newbury House.

Markstein, Linda and Louise Hirasawa. Expanding Reading Skills-Intermediate. Newbury House.
ESL; practice in skills; timed readings; readings from nonfiction magazines and newspapers; builds in difficulty; multi-paragraph passages.

Schenk, Brian (ed.). The Cambridge Pre-GED Program in Reading Skills. Cambridge Book Co.
ABE; teaches skills individually but offers limited practice; primarily social studies and science content; includes reading graphics and understanding fact vs. opinion, bias and tone; single and multi-paragraph passages.

Zukoski/Faust, Jean et al. In Context. Holt, Rinehart and Winston.
ESL; teaches skills in preliminary unit with practice provided in subsequent units; timed readings; general interest academic content; teaches and offers practice in reading graphics, table of contents, index; lengthy main articles, short related readings.

III. Upper Transitional

Baudoin, E. Margaret et al. Reader's Choice. The University of Michigan Press.
ESL; teaches and tests skills individually; mixed content from authentic sources, prose as well as nonfiction; includes dictionary skills, poetry, and figurative language; ranges from sentence level to lengthy passages.

Markstein, Linda and Louise Hirasawa. Developing Reading Skills-Advanced. Newbury House.

Markstein, Linda and Louise Hirasawa. Expanding Reading Skills-Advanced. Newbury House.
More difficult version of the authors' intermediate series; see annotation under Middle Transitional section.

Sonka, Amy L. Skillful Reading. Prentice-Hall.
ESL; teaches and tests skills individually; focuses on paragraph organization; timing optional; academic content; adaptations of authentic readings; includes reading graphics, outlining and note taking; ranges from single to multi-paragraph passages.

BRIDGES TO SUCCESSFUL READING

PROJECT # E-5-0020-L

Beginning Date	Ending Date
July 1, 1984	June 30, 1985

FINAL REPORT

Prepared By:

David Caravella, Barbara Isaacson, Gail Miller

Oakton Community College, District 535

Maine-Oakton-Niles-Northfield Adult and Continuing Education Program

July 1985

BRIDGES TO SUCCESSFUL READING (E-5-0020-L) was supported by the Illinois State Board of Education, Adult and Continuing Education Section, as a special demonstration project conducted under provision of Section 310 of the Federal Adult Education Act, P.L. 95-561, as amended. The facts and opinions contained herein are those of the project staff and do not necessarily represent those of the Illinois State Board of Education or the United States Department of Education.

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Appendices

A. Recruitment Flyer

B. MONNACEP ESL Brochure

C. List of Colleagues Requesting Dissemination of Project Materials

Copies of Bridges to Successful Reading lessons may be requested from the Curriculum Publications Clearinghouse, Western Illinois University, 47 Horrabin Hall, Macomb, Illinois 61455. 800-322-3905 (toll-free in Illinois), 309-298-1917 (from outside Illinois).

INTRODUCTION

The adult and continuing education program of Oakton Community College, District 535, referred to as MONNACEP (Maine-Oakton-Niles-Northfield Adult and Continuing Education Program) applied for and received a grant for a special project to be conducted under the provisions of Section 310 of the Federal Adult Education Act as amended, and the Illinois Program Plan for Adult Education. The project entitled Bridges to Successful Reading was conducted at Oakton Community College at its Skokie campus. Through this project, MONNACEP has developed and implemented a special type and focus of reading activities and materials to help transition Limited English Proficient (LEP) adult students from English as a Second Language (ESL) and Learn to Read (LTR) programs to General Education Development (GED) and community college classes.

As technology revolutionizes our society, the LEP population who lack adequate academic skills are increasingly impaired and are deprived of educational and employment opportunities. Adults of varying ages, languages and cultures, with a wide range of educational backgrounds, learning styles and needs attend ESL and LTR classes. Some of these adults have attained communicative oral competency, but never had a secondary school opportunity in their own countries; others cannot get valid verification of past secondary school completion; many, due to cultural or past educational differences including insufficient familiarity with a Roman alphabet language, are ill-prepared to function in GED or other academic programs.

The coming decade will be a period of great change and transition. It is not enough to give our immigrant and refugee population survival skills; we need to prepare them for a "literacy-intensive" society where reading and writing skills are more necessary than ever before. When LEP students seek to enter GED-preparation or community college classes, they often find themselves lacking the necessary skills to accomplish these educational goals. These students need to develop special academic tools and learning skills to function at higher educational levels.

Key to these academic tools are reading skills. LEP students experience reading problems because they lack reading attack skills. They must learn to select the strategy appropriate to their reading purpose, overcoming the natural inclination of the second language learner to read word for word for thorough comprehension. Such students need extensive reading practice to permit them to move confidently from controlled exercises to passages taken from academic textbooks. They require instruction in how to seek answers to questions in textbooks in such content areas as social studies and science.

Materials created for Bridges to Successful Reading help meet these needs. The lessons written develop reading skills through a learning-by-doing approach. These materials break English reading skills into manageable steps to facilitate learning of a variety of strategies for attacking reading comprehension tasks.

In summary, the instructional units created will help LEP students establish a solid foundation of reading skills to enable them to bridge the gap between ESL and basic literacy programs, and GED or community college classes.

GOALS AND OBJECTIVES

The overall goal of the proposed project was to develop, test and implement reading instructional activities and materials to transition Limited English Proficient (LEP) adult students to GED, community college classes or other certificate programs. The materials developed consist of exercises which focus on skills. All skills are divided into stages and ordered to permit students to move with confidence from controlled modeling procedures to independent reading tasks.

The objectives for this project for fiscal year 1985 were:

1. To identify and recruit LEP students who need to strengthen and develop skills required for entrance into secondary and post-secondary programs.
2. To compile, evaluate and annotate instructional materials for their suitabilility for use for transitional reading, noting techniques for modifications or adaptation necessary to meet the special needs of LEP students.
3. To write and test original and adapted lessons and exercises for use in LEP transition classes.
4. To categorize and edit all lessons in a format suitable for replication in other programs.

PROJECT ACTIVITIES

The project's activities are summarized as follows:

By September 1984

1. Personnel best able to successfully launch the project were hired.
   a. Gail Miller, the MONNACEP ESL adviser (the staff person responsible for counseling ESL students regarding their readiness to enter community college classes), who is also an instructor experienced in teaching both ESL and community college courses, was hired to perform two interactive functions, that of instructor for the experimental class, and that of one of the material developers.
   b. The other materials developer/consultant selected was Barbara Isaacson, one of the two instructors responsible for the success of the previous year's Learn to Read project to serve the functionally illiterate via a new teaching approach.
2. To prepare for the first term of instruction and materials development, the above two professionals:
   a. Consulted with GED and college instructors to verify which of the reading skills from a tentative list were most critical to successful transitioning.
   b. Surveyed currently available reading materials to determine which of the listed skills were insufficiently addressed to meet the reading needs of the transitioning ESL student. Evaluated materials as to whether the needed skills were presented individually and taught adequately before requiring students to do test exercises. Studied materials to see if they offered the graded practice in reading in the content areas of science and social studies needed by LEP students to succeed academically in English. Chose commercial ESL and ABE

materials which most closely met these criteria for testing in the classroom.

c. Began to write original materials to teach those reading skills insufficiently addressed in the commercial materials.

d. Adopted the following placement instruments:

(1) TABE (Test of Adult Basic Education), Level M, Form 4, Reading Comprehension, CTB/McGraw Hill (Used in the MONNACEP GED Program).

(2) An English Reading Test for Students of English as a Second Language, ELS Publications (Used by Oakton Community College).

e. Publicized new class offering

(1) Prepared and distributed recruitment flyers (Appendix A) at OCC, MONNACEP, ESL and GED classes.

(2) Placed announcements of class in the MONNACEP catalog, MONNACEP ESL brochure (Appendix B) and in community newspapers, as well as posted flyers in various community locations.

f. Screened and selected students

(1) Interviewed prospective students to determine their English background and academic goals.

(2) Administered placement instruments to determine current level of reading skills.

(3) Chose twelve students with appropriate skill levels and goals for the ten week course to meet for three hour sessions twice weekly.

(4) Referred five students whose vocabulary and reading skills were found to be pretransitional to the Learn to Read functional literacy class.

g. Trained a VITA tutor to augment professional instruction.

By January 1985

1. Tested initial materials in class and revised as needed.
2. Continued writing, testing, and revising additional materials based on students' performance on placement tests, reactions to initial materials, and processing of commercial materials.
3. Evaluated student progress in the following ways:
   a. By incorporating tests into class reading skill units.
   b. By testing on an ongoing basis students' ability to apply reading skills taught in the lessons to non-ESL materials such as pre-GED books, college texts or newspaper articles.
   c. By administering as a post-test TABE, Level M, Form 3, Reading Comprehension (equivalent to Form 4 administered as a pre-test).
4. Consulted on an on-going basis with volunteer and students for their perceptions and recommendations for improving the program and materials.
5. Concluded materials to be effective for the following reasons:
   a. Students did well on tests in lessons.
   b. Students were successful in applying reading skills taught in the lessons to non-ESL reading skill materials.
   c. Students who took the TABE pre and post tests all showed improvement in reading comprehension scores.
   d. Students improved sufficiently in reading skills to begin meeting their goals of enrolling in pre-GED and community college classes.
6. Completed 10 week (60 hour) semester of classroom instruction.
7. Completed (subject to final testing and revision) the following three instructional units:
   a. SCANNING FOR INFORMATION
   b. UNDERSTANDING THE MEANING FROM CONTEXT
   c. FINDING THE MAIN IDEA
8. Prepared and submitted interim report.

By June 30, 1985

1. Conducted second term of instruction.
   a. Screened and selected fourteen students for second term.
   b. Referred one student to the Learn to Read functional literacy class.
   c. Completed 10 week (60 hour) term by March 14.
2. Evaluated student progress in the following ways:
   a. By incorporating tests into class reading skill units.
   b. By testing on an ongoing basis students' ability to apply reading skills taught in the lessons to non-ESL materials such as pre-GED books, college texts or newspaper articles.
   c. By administering as a post-test TABE, Level M, Form 4, Reading Comprehension (equivalent to Form 3 administered as a pre-test).
   d. By using the test in the final unit of original lessons as a measure of student progress in applying reading skills to test-taking situations.
3. Completed writing, testing, and revision of materials.
   a. Wrote, tested, and revised three additional units of original materials (Making Inferences, Understanding How Ideas Are Organized, and Putting It All Together).
   b. Further tested and revised units previously written (Scanning for Information, Understanding the Meaning from Context, and Finding the Main Idea).
4. Concluded materials to be effective for the following reasons:
   a. Students did well on tests in lessons.
   b. Students were successful in applying reading skills taught in the lessons to non-ESL reading skill materials.

c. Students who took the TABE pre and post tests all showed improvement in reading comprehension scores.

d. Students improved sufficiently in reading skills to begin meeting their goals of enrolling in pre-GED and community college classes.

5. Tested and evaluated commercial reading instructional materials in the demonstration classes as to suitability for use in transitional reading programs.

6. Developed an annotated bibliography of materials suggested for use at various stages of transitioning.

7. Revised list of reading skills critical for transitioning based on experience with students in project classes and further consultation with reading teachers.

8. Prepared materials for dissemination.

   a. Organized lessons into a book consisting of six units.

   b. Entered all materials on a word processor, proofread and edited them.

   c. Wrote Introduction and Instructions for Use.

   d. Added reading skills list and annotated bibliography of commercial materials to the book of lessons to be used for teacher reference.

9. Compiled list of institutions and individuals expressing interest in receiving the instructional materials resulting from this project (Appendix C).

EVALUATION OF OVERALL RESULTS OF THE PROJECT

Evaluation of the project logically evolved from three sources: students, colleagues, and OCC/MONNACEP.

The perceptions and experiences of the students in the demonstration classes were the primary criteria for evaluating the success of the project. Several students were able to pass the Oakton Community College communications screening test. Three also were accepted into GED preparation classes. Equally important, several students reported success in applying their newly-acquired reading skills to processing academic texts in other courses.

Colleagues at the International TESOL and Illinois TESOL/BE conferences expressed a great need for transitional reading instruction materials for both ESL and ABE/GED programs. Those who previewed the materials developed in this project responded very positively. Both GED and ESL instructors felt that the lessons would help students successfully transition. There was also a common need for a list of commercial reading instructional materials suitable for use at various levels of transitioning. To meet this need, an annotated bibliography was compiled. Recommendations were based on actual testing of materials in the project demonstration classes.

Institutional recognition of the need for the classes and the value of the materials was demonstrated by OCC/MONNACEP's decision to continue the Bridges to Successful Reading classes beyond project funding. This was immediately implemented in the spring term of the MONNACEP ESL/ABE program rather than

deferred until the fall of 1985. Sixteen students were accepted in the spring class. Bridges to Successful Reading will continue to be offered as an essential link between the ESL/ABE program, and the GED program or community college classes.

These positive responses demonstrate that the Bridges to Successful Reading project has indeed accomplished its goals.

APPENDIX A

BRIDGES TO SUCCESSFUL READING

WHAT: IMPROVE READING SKILLS to enter GED or College Classes

WHO: English as a Second Language Students

WHEN: Tuesday and Thursday from 9:00 a.m. to 12:00 noon

Registration: Tuesday, September 25, 1984
First class: Tuesday, October 2, 1984

WHERE: Room 152 -- Skokie Campus

Oakton Community College
7701 N. Lincoln Avenue
Skokie, IL

PHONE: 635-1426

Instructor--Gail Miller

BRIDGES TO SUCCESSFUL READING is a program funded through Section 310, Federal Adult Education Act, by the Illinois State Board of Education and administered by OCC/MONNACEP.

APPENDIX B

The following people have expressed an interest in obtaining the materials prepared in the Bridges to Successful Reading project:

Laura Ampleman, Supervisor
Rapid City Area School District 51/4
Stevens High School
1200 44th Street
Rapid City, S.D. 57701

Regina Blum
290 Barberry Road
Highland Park, IL 60035

Terri Bono
Adult Education Office
1505 Caseyville Avenue
Belleville, IL 62221

Jeff Bright
Chicago Urban Skills Institute
3901 S. State Street
Chicago, IL 60609

Blanca A. Cruz
99 S. Columbine Avenue
Lombard, IL 60148

Irene Derrico
10334 S. Kedvale Avenue
Oak Lawn, IL 60453

Alice East
511 W. Melbourne
Peoria, IL 61604

Sue Krusemark
The Huong Program
Catholic Social Service
2900 W. Heading Avenue
Peoria, IL 61604

Diane Mahin
22451 Jean Court #2A
Richton Park, IL 60471

Leah D. Miller
825 Main Street #307
Evanston, IL 60202

Helen Sarid
906 Pawnee
Wilmette, IL 60091

Adena Staben
College of Lake County
111 N. Genesee Street
Waukegan, IL 60085

Dennis Terdy, Director
ESL/AE Service Center
500 South Dwyer Avenue
Arlington Heights, IL 60005

Douglas R. Whitney, Associate Director
GED Testing Service of the American
Council on Education
One DuPont Circle
Washington, D.C. 20036